

LB
3054
C22
A3
gr.12
E54
G73A

1993:
Jan.
c.2
CURRHIST



EX LIBRIS
UNIVERSITATIS
ALBERTÆNSIS

January 1993



English 30

Part A: Written Response

Grade 12 Diploma Examination

Copyright 1993, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2. All rights reserved. Additional copies may be purchased from the Learning Resources Distributing Centre.

Special permission is granted to **Alberta educators only** to reproduce, for educational purposes and on a nonprofit basis, parts of this examination that do **not** contain excerpted material **only after the administration of this examination**.

Excerpted material in this examination **shall not** be reproduced without the written permission of the original publisher (see credits page, where applicable).

January 1993

English 30 Part A: Written Response

Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 30 Diploma Examination mark and consists of **two** assignments:

- **Minor Assignment:**
Personal Response to Literature

Suggested time
approximately 1/2 hour

Value
30% of the Part A mark

... Page 3

- **Major Assignment:**
Literature Composition

Suggested time
approximately 1 1/2 to 2 hours

Value
70% of the Part A mark

... Page 10

Total time allotted: 2 1/2 hours

Instructions

- Read the **whole** examination before you begin to write.
- Follow instructions carefully.
- Complete **both** assignments.
- Space is provided in this booklet for planning and drafting and for your revised work. Please write your revised work in blue or black ink.
- You may use a nonelectronic English language dictionary and a thesaurus, but you may not use any other reference materials.
- Budget your time carefully; the suggested time for each part is a guideline for you.
- Do not write your name anywhere in this booklet.

Instructions

1. Read the excerpt from the novel *Wild Geese* carefully and thoughtfully before you start the writing assignments.
2. Read **both** the Minor and Major assignments before you start writing.

from WILD GEESE

The story is set in rural Manitoba in the 1920s. Judith (Jude) Gare, who is 17 years old, has a passionate and rebellious spirit. Her overbearing father, Caleb, seeks to control Judith through the relentless demands of farm work. Caleb's tyranny intimidates Judith's mother, Amelia, as well as Judith's submissive older sister, Ellen. Lind Archer, a young woman who has come to teach in the local school, boards with the Gares. Sven Sandbo is Judith's sweetheart.

For the rest of the day, Judith's hands were of no use to her, so she slipped away with her dog, Pete, through the bush to a little ravine where a pool had gathered below the thread of a spring. Pete caught a scent and was off, and Judith was left alone.

It was clingingly warm, as before rain. Not knowing fully what she was doing, Judith took off all her clothing and lay flat on the damp ground with the waxy feeling of new sunless vegetation under her. She needed to escape, to fly from something—she knew not what. Caleb . . . Ellen . . . the farm, the hot reek of manure in the stable when it was close as today. Life was smothering, overwhelming her, like a pillow pressed against her face, like a feather tick¹ pinning down her body.

She would have struck Caleb today had it not been for Amelia. Always pity stood in the way of the tide of violence she felt could break from her. Pity for Amelia, who would get what Caleb did not dare mete out to her, Judith.

Oh, how knowing the bare earth was, as if it might have a heart and a mind hidden here in the woods. The fields that Caleb had tilled had no tenderness, she knew. But here was something forbiddenly beautiful, secret as one's own body. And there was something beyond this. She could feel it in the freeness of the air, in the depth of the earth. Under the body there were, she had been taught, eight thousand miles of earth. On the other side, what? Above her body there were leagues and leagues of air, leading like wings—to what? The marvellous confusion and complexity of all the world had singled her out from the rest of the Gares. She was no longer one of them. Lind Archer had come and her delicate fingers had sprung a secret lock in Jude's being. She had opened like a tight bud. There was no going back now into the darkness.

Sven Sandbo, he would be home in May, so they said. Was it Sven she wanted, now that she was so strangely free? Judith looked straight about her through the network of white birch and saw the bulbous white country that a cloud made against the blue. Something beyond Sven, perhaps. . . . Freedom, freedom. She dipped her blistered hands down into the clear topaz of the pool, lifted them and dipped them and lifted them, letting the drops slip off the tips of her fingers each time like tiny cups of light. She thought of the Teacher, of her dainty hands and her soft, laughing eyes . . . she came from another life, another world. She would go back there again. Her hands would never be

Continued

¹feather tick—a thick, bulky, quilted bedcover filled with feathers or down

maps of rope-blisters as Jude's were now, from tugging a calf out of a mudhole. Jude hid her hands behind her and pressed herself against the cold ground. Hard, senseless sobs rose in her throat, and her eyes smarted with tears. She was ugly beyond all bearing, and all her life was ugly. Suddenly she was bursting with hatred of Caleb. Her large, strong body lay rigid on the ground, and was suddenly unnatural in that earthy place.

Martha Ostenso
1900–1963

MINOR ASSIGNMENT: Personal Response to Literature
(Suggested time: approximately 1/2 hour)

In this excerpt from the novel *Wild Geese*, Martha Ostenso uses descriptive details to convey to the reader a sense of Jude's longing to escape.

Choose one or more details from the excerpt that are effective in creating a sense of Jude's longing. Relate the detail(s) you have chosen to your own experience and/or observation of a desire to escape.

Guideline for Writing

Refer directly to any specific detail(s) of the excerpt that you consider effective and significant. Relate the detail(s) you have chosen to any direct or indirect experience that has contributed to your understanding of the desire to escape.

MINOR ASSIGNMENT: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 6 and 8.

MINOR ASSIGNMENT: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on pages 7 and 9.

MINOR ASSIGNMENT: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 8.

MINOR ASSIGNMENT: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on page 9.

MINOR ASSIGNMENT: Personal Response to Literature

PLANNING AND DRAFTING

MINOR ASSIGNMENT: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MAJOR ASSIGNMENT: Literature Composition
(Suggested time: approximately 1 1/2 to 2 hours)

Literature often describes some aspect of the human desire to escape. An individual may desire escape from physical, social, emotional, or psychological circumstances. Whether the individual responds actively or passively to that desire affects the course of his or her life.

Write a composition based on literature you have studied in which the author examines the factors that contribute to and result from an individual's desire to escape. What idea does the author develop regarding the desire to escape? Provide specific details from the literature you have chosen that will support and develop your controlling idea.

Guidelines for Writing

- **CHOOSE** your selection from relevant short stories, novels, plays, poems, other literature, or films that you have studied in your high school English classes. You may choose to discuss more than one selection.
- **FOCUS** your composition on the topic. Provide only those details that develop and support your controlling idea.
- **ORGANIZE** your composition so that your ideas are clearly and coherently developed.

MAJOR ASSIGNMENT: Literature Composition

INITIAL PLANNING

Space is provided here for your initial planning.

Author and title
of literature that
you have chosen

Your controlling idea
or thesis statement

There is additional space for Planning and Drafting on even-numbered pages.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

MAJOR ASSIGNMENT: Literature Composition

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

MAJOR ASSIGNMENT: Literature Composition

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

MAJOR ASSIGNMENT: Literature Composition

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

MAJOR ASSIGNMENT: Literature Composition

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

MAJOR ASSIGNMENT: Literature Composition

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

MAJOR ASSIGNMENT: Literature Composition

REVISÉD WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

MAJOR ASSIGNMENT: Literature Composition

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

MAJOR ASSIGNMENT: Literature Composition

REVISED WORK

[illegible]

Credits

From *Wild Geese* by Martha Ostenso. Used by permission of the Canadian Publishers, McClelland & Stewart.

**Do Not Write
On This Page**

English 30: Part A

January 1993

Name

Apply Label With Student's Name

English 30: Part A

(Last Name)

Name:

(First Name)

Y

M

D

Sex:

Date of Birth:

Permanent Mailing Address:

(Apt./Street/Ave./P.O. Box)

(Village/Town/City)

(Postal Code)

School Code:

School:

Signature:

For Department Use Only

M1

M2

M3

No Name

Apply Label Without Student's Name

English 30: Part A

University of Alberta Library



0 1620 0535 3360